

TREATMENT OF AFRICA AND THE AFRICANS IN
GEORGIA PUBLIC SCHOOL TEXTBOOKS

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

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ATLANTA, GEORGIA

JUNE 1962

R= vii P= 92

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ACKNOWLEDGMENTS

The writer wishes to express his thanks and appreciation to all who have contributed to the successful completion of this study. He wishes to express particular gratitude to the following: Dr. Laurence E. Boyd, Professor of Education, for his generous, unstinted and invaluable counsel throughout the period of study; Dr. Horace Mann Bond, Dean of the School of Education, Atlanta University, for his encouragement, suggestions and constructive guidance, especially at the early stages of this study; Mrs. Jewel Dyer of the Library for the blind for her interest and cooperation; and Mrs. W. J. Jones, Chairman of the Department of Social Studies, B. T. Washington High School, Atlanta, Georgia, for her patience and willingness at short notices to allow the writer use of the facilities available in her department.

S. I. N.

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CHAPTER I

INTRODUCTION

Rationale.--- The world in which we live has grown, and is continuing to grow, smaller and smaller every day. Today, the boundaries of geography and time have been swept away by the speed and economy of jet travels. Interracial and international relations are growing on a larger scale. Yet the story of the world includes a long list of open hostilities, costly discriminations, evil exploitations. Ignorance and unscientific notions have marked the long trail of international discord and warfare. Quarrels among nations have been frequent and bitter. Costly wars have been waged, lives lost, cities destroyed, sufferings and hardships imposed on humanity, only because nations have failed to tolerate each other in this world of "shrinking" geographical distances and time-lapses.

The future of the world depends upon the knowledge and understanding by the people of each of the world countries of the customs, language, ideals and aspirations of the peoples of other countries. Better understanding of the ways of other people is the only thing that will remove the barriers of doubt, suspicion and fear which are the root of international friction and constant threat to peace. There is the need today for people all over the world to understand the "one world" in which they live. It has become increasingly clear

that education for citizenship is not limited to purely domestic concerns. It requires sensitive understanding of far-flung peoples, cultures and places.¹ A program of education designed to encourage national isolation is certainly unsuitable and cannot hope to meet the problems of this dwindling "one world" in which we live today. Such a program of study cannot achieve, in the current and coming years, international harmony so vital to world progress and the continuity of human races. The realization of the fact of one world should compel everyone everywhere to re-examine his history and the society in which he lives in the light of the fact of this one world which has emerged since the end of the Second World War.

Today, schools not only in America but everywhere in the world, can, by developing understanding and skill, make a desperately needed contribution toward race and national harmony.² Mrs. Bernice McCullar, Director of Information, State Department of Education, Atlanta, Georgia, commenting on the introduction of "Our World Today" program said "Not to know about our international neighbors in a world grown as small as ours, is a dangerous thing. Our education must include a knowledge of the other people of the world." Unhealthy tensions exist everywhere. As more and more people travel from one country to another, the adjustment of relations becomes imperative. This adjustment will not be

¹American Council on Education, Treatment of Asia in American Textbooks(Washington, D. C.: American Council on Education, 1946), p. 1.

²Maxwell S. Stewart, Prejudice in Textbooks, (Washington, D. C.: Public Affairs Committee, Inc., 1950), p. 2.

possible unless and until people get to know precisely and fairly accurately from what cultural backgrounds their associates come.

The findings of social psychologists in their studies of peace and war, indicate the type of understandings which may facilitate cooperation among nations. The improvement of relations between the nations of the world is not an easy matter. This cannot be done overnight nor can it be achieved by passing a law, or even a series of laws. Cooperation and peace among nations, like wars, begin in the minds of men. Believing this, educators of many nations for some time have been concerned that the books to be studied by young people be of the kind that help build for cooperation rather than for war.³ Schools therefore have a vital role to play in this matter. How effectively or otherwise they perform this task depends on the contents of the textbooks used in schools.

In presenting any story to the child, care must be taken to ensure that the child relates the new experience to the old and that he organizes the information thus received in a structure of concepts and generalizations that is comprehensible to him. This suggests that materials dealing with other nations should contribute to effective learning to the extent that they consist of related facts, usable by the reader in the development of major understandings concerning them.⁴

³Dorothy McClure, The Treatment of International Agencies in School History Textbooks in the United States(Washington, D. C.: American Council on Education 1950), p. 1.

⁴Dorothy McClure, op. cit., p. 10.

Closely related to the student's development of understandings concerning foreign nations is his formulation of attitudes toward them and toward the total complex of factors involved in international cooperation, war and peace. Other things being equal, a person's attitude toward an object is strongly affected by his knowledge of it.⁵ Attitudes are formulated, consciously or unconsciously toward objects with which the individual has become psychologically involved, and not toward abstractions which are unrelated to him. Evidence from public opinion polls shows that well-informed people accept less readily than uninformed persons many of the common stereotypes of the day, the facts they know serving as reference points for discrimination.

Social solidarity within a nation state may be said to rest on the development, in citizens' minds and behavior patterns, of patriotism, of identification with the larger group, of the habit of cooperation in obeying laws and of social conscience. It seems obvious that the same kind of social solidarity cannot be developed with reference to the world community today. Individual citizens of many nations have generalized their love and loyalty for family and local community, to extend it to the national family. Individuals have not, to any great extent, identified themselves and their interests with activities going on in other parts of the world. These other parts of the world can be so presented in textbooks that young men and women will

⁵Muzafe, Sherif and Hadley Cantril, The Psychology of Ego-Involvements, Social Attitudes and Identifications (New York: J. Wiley and Sons, Inc., 1947), p. 80.

be helped in the process of identification with the world community in which they live, and with the other peoples who must play a part to bring about cooperation between nations.⁶

Textbooks are the major reservoir of information from which teachers and pupils alike draw. It is for this reason that it is considered very important that in order to get a correct and unbiased picture of what has been going on in the Continent of Africa, books and monographs written by specialists on African affairs should be published and circulated. Educational programs concerning Africa need not rest on journalistic writings, or sentiment, or wishful thinking, but rather on objective and mature thinking. Africa is no longer the Dark Continent, the Wild Jungle peopled by savages and cannibals. The West Coast of Africa has ceased to be designated "White Man's Grave." It is increasingly evident that for reasons of national welfare, if for no others, educational programs of every country outside Africa must provide basic instruction about the indigenous qualities of African cultures, and about the widening relationships between the East and the West.

Evolution of the Problem.--- No doubt, there are many people in the United States who know very little about Africa and the African people. In fact, it would be true to add that the little known in many cases is wrong, distorted and full of bias. Questions posed to any African student during the first few weeks of his stay in the

⁶Dorothy McClure, op. cit., pp. 13-14.

United States are most betraying: They blatantly reveal the shocking lack in America of accurate information about Africa. Africa, the second largest continent (next only to Asia) is largely unknown and its people mostly misunderstood.

There could be various reasons for this: the sixteenth century conception of Africa as the "White man's grave," the "White man's burden," the "Dark Continent," a continent peopled by pagans, savages, subhuman beings living in thick jungles, may have lingered till today; the inaccurate accounts of journalists who have distorted truths to suit their selfish ends; personal accounts of travelers, tourists, missionaries, merchants and European colonial administrators who have persistently and obstinately described Africa as a continent of strange and backward peoples.

Textbooks may or may not have contributed to present this ugly and gloomy picture. The writer, being an African student in the United States, was naturally interested in finding out in the most objective and matter-of-fact way, what role textbooks have played in projecting Africa and its peoples to the high school students in the Georgia Public Schools.

Contribution to Educational Knowledge.— This study may prove of immense value not only to textbook writers, curriculum planners but also to school administrators and all classroom teachers. By suggesting practical recommendations, basing suggestions on the available, though not necessarily complete and final information, this study may in a small way make possible the implementation of a more effective program in the Social Studies now carried out in Georgia Public Schools.

Finally, this study may make contribution to the dearth of literature now available on Africa. If only through this study, pupils in the high schools in the State of Georgia will come to know more and more about the peoples of Africa, then there can be no greater service rendered to the cause of education.

Statement of the Problem.-- In this study, an attempt was made to evaluate the adequacy and accuracy of the information about Africa and the African people being provided pupils through the textbooks used in the public high schools in the State of Georgia.

Purpose of the Study.-- The basic purpose of this study was to determine what high school students in the public schools of Georgia are being taught about Africa, about the peoples of Africa and about the problems of Africa as reflected in the textbooks used.

More specifically, this study had the following major purposes:

1. To make an analysis of textbooks now being used in these schools and to examine what they present to pupils, directly or indirectly, about Africa and the peoples of Africa.
2. To find how accurate or how inaccurate is the material presented in these books.
3. To find whether the information is presented in such a way that understanding, as opposed to memorization, is likely to result in the minds of these young people.
4. To find to what extent the information is given with a view to fostering in pupils favorable attitudes and sentiments to Africa and the Africans.
5. To offer, on the result of this study, constructive suggestions to authors, publishers, and users of textbooks, planners of courses of study, school administrators and classroom teachers.

Limitation of the Study.-- This study was limited to the indigenous countries and races of Africa. It did not include the stranger

elements in Africa, except in so far as they came into direct reference with the indigenes.

Definition of Terms.-- The more significant terms employed throughout the study are explained thus:

1. "Treatment" refers to and/or embraces all direct and indirect references, allusions, descriptions, comparisons contained in the textbooks about Africa.

It also includes pictorial representation, diagrams, and charts illustrating various phases of life in Africa.

2. "Adequacy" refers to the amount of space allotted to Africa in these books, in relation to the other continents of the world, remembering that in size, Africa is the second largest continent.

3. "Accuracy" refers to the subsection of the information contained in the textbooks to hard, critical analysis to discover how credit can be placed on the information so supplied.

Instruments and/or Materials.-- The basic materials used in this study were selected social studies textbooks from the Georgia Basal Textbook List which are currently used in the ninth through twelfth grades of the high school.

Procedure.-- The procedural steps used in the conduct of this study were as follows:

1. The related literature pertinent to this study was reviewed, summarized and is presented in the thesis copy.
2. Permission and approval to conduct this study was obtained from the Principal of B. T. Washington High School, Atlanta, Georgia.
3. Permission to survey and analyze the official textbooks in use in all the public high schools of Georgia was secured from the State Department of Education, Atlanta, Georgia and

from the Director of the Library for the blind, Atlanta, Georgia.

4. The textbooks used as source materials were carefully read and the requisite data looked for, abstracted and categorized with reference to space allotments, pictorial representation, concepts and method of presentation.
5. The data derived from the reading of the textbooks were categorized and in major instances set forth in appropriate tables or charts and definitized with reference to frequency of mention and/or the recognition or non-presentation of crucial cultural elements of the African peoples.
6. The Findings, Conclusions, Implications and Recommendations derived from the analysis and interpretation of the data constitute the thesis copy.

Method of Research.--- The Descriptive-Survey Method of research, employing the technique of content analysis was used to gather the data for this study. This method of research was used because it is most appropriate for collecting data on opinions as expressed in current textbooks.

Survey of Related Literature.--- Until two decades ago, the popular conception of Africa south of the Sahara was that it was a land without a past, without a history worth talking about—a land peopled by savages who engaged in all sorts of barbaric practices, which had always been so. In fact much of the editorial comment on the disturbances in the Congo reflects similar assumptions. Only during this century have any appreciable number of scientists had a different view, and many of these, even after archeological research indicated that a relatively high civilization had once existed in the area, were wont to attribute it to a "lost" race. What is equally important, the Metropolitan powers, colonial administrators, and even missionaries, held similar opinions and proceeded upon the assumption that little

or nothing of an indigenous nature in the history and culture of the region had been or was of any value.⁷

Even more significant than the attitudes and beliefs of foreigners about a worthwhile Sub-Saharan African history and indigenous culture was the fact that Africans as was true in the case of many American Negroes relative to the history of their race in the United States of America were indoctrinated or otherwise induced, to accept such beliefs themselves. During the past two decades, African scholars and educated nationalist leaders--armed with the results of much more archeological research--have begun to execute an about-face and no longer make shame-faced apologies for the land from which they have sprung. Instead they are beginning to search for and find more cultural roots to cling to, as a means of reducing the sense of frustration and humiliation produced by alien domination.

In reviewing the literature related to this study, the writer noted the findings of similar studies which were conducted in the past. In 1946, the Committee on Asiatic Studies of the American Council on Education, in cooperation with the Institute of Pacific Relations published its findings from a study of the Treatment of Asia in American Textbooks. The Study, conducted in four sections, attempted an analysis of what a selected group of textbooks, widely used in American schools, had to say about Asia. The study was limited to

⁷C. H. Thompson, "African Education South of the Sahara," The Journal of Negro Education, XXX(Summer, 1961), 175.

courses in geography, world history, United States history, civics and modern problems. A total of 108 books were examined; of these 46 were geography textbooks, 11 were world history textbooks, 21 were textbooks in United States history, 11 civics textbooks and 19 modern problems textbooks.

The survey revealed that American textbooks contained relatively too little material about Asia and Asiatic relations with the rest of the world.⁸ The data about Asia and America's relations with Asia, which appeared in textbooks, were neither well selected nor evenly balanced. An unduly large proportion of the inadequate material contained in textbooks was devoted to China. A few items of information were over-used, with the result that other items equally useful and equally pertinent were left out.

In most of the textbooks, references to Asia were so slight, so scattered, so irregularly stated that pupils found it extremely difficult to assemble them in any coherent pattern. In the United States history textbooks, it was rare to find a single, relatively full account of the United States relation with Asia. The material was so scattered and so unintegrated that the typical pupil was faced with no alternative other than to study Asia in separate bits. This made it impossible for pupils to read and interpret for themselves the information which their textbooks contained about Asia.⁹

⁸American Council on Education, Treatment of Asia in American Textbooks(Washington, D. C.: American Council on Education, 1946), p. 5.

⁹Ibid., p. 7.

Most of the textbooks studied contained a certain degree of imperialistic bias. The fact that India was ordinarily dealt with only as a part of the British Commonwealth and the Philippines only as a dependency of the United States indicated a set of assumptions which raised some misgivings. A majority of the textbooks represented Asia as "the Westernization of Asia," again indicating the dependence of Asia on Western Europe. Asia's backwardness in industrial development was often left by the textbooks to mean backwardness in every aspect of development. Most of the textbooks employed terms which were not only loose but unwise. Such frequent expressions as "Backward peoples of the Orient," "natives," "native ways," "barbarian" and "uncivilized" were certain to produce unfavorable psychological effects upon immature minds for whom these books were written. Textbooks contained numerous omissions--omission not only of significant topics, pertinent illustrative details and cross references, but also omissions leading to distortion of truths, confusion and imbalance. The pictures illustrated Asiatic backwardness but did not show any of the Asiatic achievements or contributions to world civilization.

Marie E. Carpenter's study of *The Treatment of the Negro in American History* textbooks came out with the following finding: Most textbooks in American history have not always provided enough of the type of information on the Negro which could be expected to bring about any change in attitude.¹⁰ Compton included the following criteria

¹⁰Marie E. Carpenter, *The Treatment of the Negro in American History School Textbooks*(Wisconsin: George Banta Publishing Co., 1941), p. 7.

among others for the evaluation of textbooks: Would the study of the text tend to decrease race hatred and sectional prejudices? Does the author distinguish between fact and opinion or is there any bias? Does the text do for any community? Would the subject matter be of permanent value to producing desirable reactions of social value among pupils?¹¹ The criteria of Compton are not only to a very limited degree in the treatment of the Negro in school textbooks. Much of the stuff written so far about the Negro was prejudiced, biased and un-objective.

In 1935, Southern educational leaders, including representatives of the state departments of education of the Southern states unanimously resolved that "a textbook giving a faithful account of the contribution of the Negro to the life of this country should be prepared and studied in all public schools, white and colored." It was further recommended "that each state department of education make a careful study of the Negro in its public school textbooks with a view to such eliminations and additions as may be needed for the building of intelligent, fair-minded attitudes on the part of teachers and pupils." Analysis of the textbooks shows that these suggestions were not carried out on a large scale but have probably been instrumental in effecting some of the increase in attention given to the Negro. A committee which made a study for Carter G. Woodson, Director of the Association for

¹¹Miriam A. Compton, An Evaluation of History Texts(Philadelphia: McKinley, 1932), pp. 12-27.

the Study of Negro Life and History and a Committee of the National Association for the Advancement of Colored People found that textbooks did not show the Negro as having a creditable past.¹² In another study of Southern school textbooks, it was found that in nineteen United States history textbooks, there were 589 references to the Negro. Of these, the great majority, about 84.4 per cent, were of socio-civic nature. The references in any one book ranged from 4.1 per cent to 0. Among neglected areas were cultural contributions, domestic and physical efficiency and the achievement of the Negro in various fields.

In 1938, a committee of fifteen members was appointed by the Mississippi Education Association to examine how well the schools taught understanding which would make for happy, harmonious and helpful living together. The Committee found that textbooks taught little or nothing of the origin and status of the Negro. The average graduate of Mississippi High School, who had mastered his textbooks would have small understanding of, and less liking for his neighbor, the Negro. The index of the history textbooks, adopted for use in Mississippi high schools listed "Negro--See slavery." There was nothing in these books to help any boy gain an appreciation of the worth of personality, irrespective of race or color. The English textbooks contained no references to a Negro or a selection to a Negro writer. The Elementary courses of study ignored the Negro almost entirely. The only impression a pupil would get of the Negro is not from what

¹²Marie E. Carpenter, op. cit., p. 10.

is in the books, but rather what is not in the books. Silence on Negro life and activity was interpreted to mean that the Negro had made no contribution worth mentioning. No references were made to Negro authors, Negro poets, Negro writers and novelists and Negro artists. Negro leadership was pictured at its worth. The Negro is not mentioned except as a slave.¹³

A certain research conducted revealed that of 100 representative elementary school courses of study from various parts of the nation, only 89 gave specific reference to the Negro in America. The study showed that Negroes were depicted as primitive people in Africa and as slaves in America.¹⁴

Many of the junior high school courses in which history and other subjects are combined refer to the Negro in units on tolerance, minority groups, races. From the answers to two questionnaires sent to colleges, as well as from their catalogs, it was clear that attention is being given to the study of race relations and the Negro on the college level. History and Sociology textbooks in these classes often contained such expressions as: Negroes are inherently inferior; Negroes are inherently criminal; Negroes are predisposed to disease; Negroes are inefficient; Negroes are meant to be servants; Negroes must be kept in their places; there should be no intermarriage of

¹³Ralfe Lanier Hunt, "What Do We Teach about the Negro?" National Education Association, 28(January, 1939), p. 11.

¹⁴Marie E. Carpenter, op. cit., p. 59.

Negroes and whites.¹⁵

Summary of Related Literature.-- The literature pertinent to this study was carefully reviewed and the findings are summarized. The pertinent literature consisted of materials dealing on Asia and the people of Asia, on Africa and the people of Africa and on the Negro in the United States. The findings are summarized as follows:

1. Until relatively recently, about two decades ago, Africa
2. The high civilization which had once existed in Africa was attributed in most textbooks to a lost race.
3. Textbooks maintain that little or nothing of an indigenous nature in the history and culture of the regions of Africa had been or was of any value to the rest of the world.
4. In dealing with Africa and Asia, textbooks contained a great deal of imperialistic bias. India was ordinarily dealt with only as a part of the British Commonwealth, the Philippines only as a dependency of the United States; many of Africa as colonial and subject territories.
5. Asia as represented as the "westernization of Asia" showing how much Asia owed its developments to the Western countries.
6. Asia, like Africa, was portrayed as being very backward in industrial development and this backwardness in industrial development was often left by the textbooks to mean backwardness in every other aspect of development.
7. Many offensive and derogatory expressions were employed by textbooks to describe people from Africa and Asia: "Backward peoples of Orient;" "natives"; "savages and primitive people". ; "barbarian"; "uncivilized."
8. In the treatment of minority groups, textbooks were grossly unfair. The index of the history textbooks, adopted for use in Mississippi high schools listed "Negro - See Slavery", indicating that the two words are synonymous. If this view is accepted, it means every Negro in the United States is a slave.
9. Most textbooks mentioned that the Negro was a primitive person in Africa and a slave in America.

¹⁵Thomas L. Dabney, "The Study of the Negro," Journal of Negro History, 19(July, 1934), 293-297.

10. Some textbooks showed that the Negro was to a large extent a stereotyped "Smiling 'Uncle Tom'" known only on a plane of jokes and minstrels. Some other textbooks also showed the Negro as docile and not desirous of freedom, because he was fed, clothed, housed and his hospital bill paid for him by his Slave-Master.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introduction.-- The purpose of this chapter is to present, analyze and interpret the data gathered from examination of the contents of textbooks which are currently being used in the public high schools of Georgia. The task of analyzing materials contained in textbooks is complex and difficult; it involves accuracy of items of facts scattered widely through the textbooks; it involves assumptions and implications of the material on printed pages.

Organization and Treatment of Data

Introduction.-- This study was limited to a selected group of social studies courses--courses in geography, world history, United States history, citizenship and civics, economics and government. All these courses are widely offered in most of the schools in the State of Georgia.

A total of 43 books were examined; of these 14 were geography textbooks; 8 were textbooks in world history; 7 were textbooks in United States history; 6 were textbooks in Citizenship and Civics; 4 were textbooks in United States government. These courses are taught at various grade levels. There is no uniformity, however, in the choice of what course must be offered in each grade level in the high schools scattered all over the state. In B. T. Washington High

School, for example, Citizenship and Civics are offered in the eighth grade, geography in the ninth grade, world history in the tenth grade, United States history in the eleventh, economics and United States government in the twelfth. Table 1 on page 20 shows these data.

Types of Textbooks Examined.-- The list of the 43 textbooks examined (see Appendix A) included books which are not only officially approved by the State Department of Education, but also books which are widely used and recently published. From the Chairman of the Social Studies Department, B. T. Washington High School, Atlanta, Georgia, it was possible to find out in each subject area the books most popular with students and staff. No book, however, published or revised earlier than January 1, 1952 was considered appropriate for examination in this study.

African Regions Studied.-- Some of the textbooks examined treat Africa region by region. Some others treat Africa in general. The writer has tried to find a compromise between the two methods by first examining the treatment of the continent as a whole and secondly by surveying treatment of different countries of Africa. The different countries examined in greater detail are:

1. Africa, north of the Sahara Desert concentrating on Egypt and Libya.
2. Liberia and Ghana in West Africa.
3. Ethiopia and Kenya in East Africa.
4. Congo and the Central part of Africa.
5. The Union of South Africa.

Major Topics Examined.-- This study did not include topics such as Physical Description of the Land nor did it include Cultural Features

TABLE 1

DISTRIBUTION OF THE GRADE-PLACEMENT OF THE SOCIAL STUDIES TEXTBOOKS PRESENTLY USED
IN THE BOOKER T. WASHINGTON HIGH SCHOOL, ATLANTA, GEORGIA, U.S.A., 1961-1962

Grade- Place- ment	SOCIAL STUDIES TEXT IN USE					
	Citizenship and Civics	World Geography	World History	United States History	Economics	United States Government
8th	Jack Allen and Clarence Stegmeix, <u>Civics</u> , (New York: American Book Co., 1956. Posey, <u>Civics for Young Americans</u> (Evanston, Ross, Peterson & Co., 1958.					
9th		Bradley, World Geography, (Boston: Ginn & Co., 1957). Drummond, <u>A Journey Through Many Lands</u> , Englewood Cliffs, N. J.: Allyn and Bacon, Inc., 1960.				
10th			Magenis, et al. <u>A History of the World</u> (New York: American Book Co. 1955). Hughes et al. The Making of Today's World, Englewood Cliffs, N.H: Allyn & Bacon, 1956.			

TABLE 1 - Continued

Grade- Place- ment	SOCIAL STUDIES TEXT IN USE					
	Citizenship and Civics	World Geography	World History	United States History	Economics	United States Government
11th				Steinberg, <u>The United States-Story of a Free People</u> (Englewood Cliffs, N.J.:Allyn and Bacon, 1958) Bragdon and McCutchen, <u>History of a Free People</u> (New York: Macmillan Co., 1958.)		
12th					Goodman and Moore, <u>Today's Economics</u> , (Boston: Ginn and Co.,1957).	Magruder, <u>American Government</u> (Englewood Cliffs, N.J.: Allyn and Bacon, 1960) Steen, <u>Government by the People</u> (Austin, Texas: The Steck Company, 1959.)

of the Landscape. The following areas of culture were closely examined: Early History, Language, Food Houses, Dress, Occupation, Religion, Trade, Transportation, Standard of Living, Government, Leaders, Relations with Foreign Countries, Contributions to World Progress.

Adequacy of Treatment of Data.--- The material surveyed in this study was divided into three categories: texts, pictures, maps and other illustrative diagrams. In order to obtain a reliable information and an accurate estimate of the proportion of emphasis and attention devoted to Africa in these books, a count was made of the number of lines, paragraphs and pages which dealt with aspects or features of socio-economic patterns.

Pagination of Topics.--- The proportion of space allotted to Africa varies from textbook to textbook and from textbooks in one subject area to textbooks in another subject area. It was observed that relatively geography textbooks contain more information about Africa than textbooks on United States history or economics.

Pagination of Geography Textbooks

Introduction.--- A total of 14 geography textbooks, selected on the basis of recency of publication, were carefully and thoroughly examined. For purposes of determining how much space is typically devoted to the Continent of Africa in the world geography, textbooks being used in the high schools in Georgia, four books were selected from the 14 books for minute examination. The writer visited Booker T. Washington High School on several occasions to find out from students and staff, the most popular and most widely used textbooks in world geography. From the circulation record, it was possible to

find out the books with the largest withdrawals by students. The criterion for treating these four books as standard textbooks in geography was recency of publication and popularity with teachers and students. The data on the number and per cent of the page coverage of Africa and the African peoples as found in selected geography texts are presented in Table 2, page 24.

Bradley's World Geography.¹--- In this textbook, there are scattered references to Africa, mostly in one or two words on pages 91, 103, 105, 111, 112, 134, 136, 176, 182-182, 299, 324-328, 453-470. On the whole, careful counting was done and it was found that the number of pages dealing on Africa and the people of Africa came to 18 pages or 3.08 per cent of the total 583 pages of this book. See Table 2, page 24.

Drummond's A Journey Through Many Lands²--- In this textbook, as many as 14 pages are devoted to Egypt and about 2 pages to the rest of Africa. As shown in Table 2, page 24, out of a total of 192 pages, there were approximately 16 pages or 8.33 per cent of the pages of narration devoted to Africa and its people.

Van Cleef and Finney's Global Geography³--- In this book, there are scattered references to Africa. References, mostly one word ,

¹John Hedgdon Bradley, World Geography(Boston: Ginn and Co., 1957) 583 pp.

²H. D. Drummond, A Journey Through Many Lands, (Englewood Cliffs, N.J.: Allyn and Bacon, 1960) 192pp.

³Eugene Van Cleef and John C. Finney, Global Geography(Englewood Cliffs, N.J.: Allyn and Bacon, 1959) 532 pp.

TABLE 2

DISTRIBUTION OF THE NUMBER AND PER CENT OF PAGES ON AFRICA AND AFRICANS IN WORLD
GEOGRAPHY BOOKS USED IN THE HIGH SCHOOLS OF THE STATE OF GEORGIA, 1961-1962

BOOK TITLE	Total Number of Pages in Book	Number of Pages on Africa and Africans	Per Cent of the Pages on Africa and Africans of the Total Book Pages
Bradley's World Geography	583	18	3.08
Drummond's A Journey Through Many Lands	192	14	3.33
Van Cleef and Finney's Global Geography	532	11	3.76
Fraser, Hoy and Magenis' Our World Neighbors	464	20	8.77
Total	1771	63	23.94
Average	442.75	15.75	5.98

are found on pages 83, 149, 151, 158, 177, 180-190, 475, 477-478, 480. In this book, Africa north of the Sahara takes up nearly 9 pages while Africa, south of the Sahara, takes up 11 pages. This global survey of the lands of the world treats the vast Continent of Africa in a mere 20 pages or 3.76 per cent of its 532 pages as indicated in Table 2.

Fraser, Hoy and Magenis' Our World Neighbors⁴— In this book, references to Africa are not as scattered as is the case in the other books examined. Africa is treated as an entity under two major divisions: Africa south of the Sahara Desert, to which the book devotes 21 pages and North African Countries to which 20 pages are devoted. In this volume of 464 pages it is interesting to note that the peoples and cultures of Africa are modestly treated in a total of 41 or 8.77 per cent of its pages. See Table 2.

Summary of Pagination of Geography Textbooks.— A summary of the data on the number of pages devoted to the peoples, cultures, and land areas of the vast and intriguing African continent as presented in Table 2, page 24 indicates the following significant facts:

1. The four geography texts showed a range of total pages from 192 to 583, with the range of the respective per cent being 3.08 to 8.77 per cent.
2. The data on Africa were organized into two types of dichotomies to wit: either Africa North of the Sahara and Africa South of the Sahara, or Egypt as lying outside or beyond Africa.

⁴Fraser, Hoy and Magenis, Our World Neighbours (New York: American Book Company, 1961) 464 pp.

3. The treatment of Africa in these texts was negative rather than positive: emphasis placed on what western nations have done for the backward peoples of Africa, rather than on what Africans have been able to do for themselves.

Pagination of World History Textbooks

Introduction.— A total of 8 world history textbooks, selected on the basis of recency of publication were carefully and thoroughly examined. For purposes of determining how much space is devoted to the continent of Africa in the world history textbooks being used in the high schools in the State of Georgia, two books were selected from the 8 books and examined in greater detail. The criterion for treating these books as standard world history textbooks for high schools in Georgia was recency of publication and popularity with teachers and students. Table 3, page 27 presents the number and per cent of the page coverage of Africa and Africans found in the world history texts.

Magenis and Appel's A History of the World.⁵— In this book, there are scattered references to Africa. After counting the number of lines, paragraphs and pages devoted to Africa, it was found that the number of pages which deal on Africa came to a total of 22 or 3.70 per cent of the entire pages in this book. This is shown in Table 3, page 27.

Hughes, et al., The Making of Today's World.⁶— In this book, references to Africa, are not as scattered as is the case in the first

⁵A. Magenis and John Conrad Appel, A History of the World(New York: American Book Company, 1961) 593 pp.

⁶Hughes, et al., The Making of Today's World(Englewood Cliffs, N.J.: Allyn and Bacon, 1956) 788 pp.

TABLE 3

DISTRIBUTION OF THE NUMBER AND PER CENT OF PAGES ON AFRICA AND AFRICANS IN WORLD
HISTORY BOOKS USED IN THE HIGH SCHOOLS OF THE STATE OF GEORGIA, 1961-1962

BOOK TITLE	Total Number of Pages in Book	Number of Pages on Africa and Africans	Per Cent of the Pages on Africa and Africans of the Total Book Pages
Magenis and Appel's A History of the World	593	22	3.70
Hughes, et al., The Making of Today's World	788	20	2.54
Total	1381	42	6.24
Averages	690.5	21	3.12

world history textbook examined. The number of pages dealing generally on Africa as a whole is 7; number of pages dealing on South Africa is 1; number of pages dealing on Egypt is 12. On the whole, it was found that in this book of 788 pages, only 20 or 2.54 per cent of the pages are devoted to the treatment of Africa.

Pagination of United States History Textbooks

Introduction.— A total of 7 United States history textbooks, selected on the basis of recency of publication were carefully and thoroughly examined. For purposes of determining how much space is devoted to the Continent of Africa in the United States history textbooks being used in the high schools in the State of Georgia, two books were treated as standard texts. The criterion for treating these books as standard United States history textbooks for high schools in Georgia was recency of publication and popularity with teachers and students.

Steinberg's The United States - Story of a Free People.⁷—In this book, nothing is said about Africa as a continent nor is anything said about the people of Africa. There are two casual references: the first refers to the United States military operations in North Africa against the Nazi powers of Germany during the Second World War; the second refers to the attack on Ethiopia by Mussolini of Italy in 1935. Africa does not even appear in the index. Table 4, page 29 presents the number and per cent of the page coverage of Africa and Africans found in the United States History texts.

⁷S. Steinberg, The United States--Story of a Free People(Englewood Cliffs, N. J.: Allyn and Bacon, Inc., 1958) 690 pp.

TABLE 4

DISTRIBUTION OF THE NUMBER AND PER CENT OF PAGES ON AFRICA AND AFRICANS IN UNITED STATES
HISTORY BOOKS USED IN THE HIGH SCHOOLS OF THE STATE OF GEORGIA, 1961-1962

BOOK TITLE	Total Number of Pages in Book	Number of Pages on Africa and Africans	Per Cent of the Pages on Africa and Africans of the Total Book Pages
Steinberg's The United States Story of a Free People	690	0	0
Brogdon and McCutchen's History of A Free People	735	0	0
Total	1425	0	0
Average	712.5	0	0

Bragdon and McCutchen's History of a Free People.⁸— In this book, nothing is said directly about Africa. Nothing is said about the people of Africa. As in the case of the first United States history textbook examined, the only mention of Africa is in reference to other matters. Africa is mentioned as the Supplying center from which Negro workers on American plantations came. Table 4, page 29 presents the number and per cent of the page coverage of Africa and Africans in the United States History texts.

Pagination in Citizenship and Civics Textbooks

Introduction.— A total of 6 Citizenship and Civics textbooks, selected on the basis of recency of publication, were carefully and thoroughly examined. For purposes of determining how much space is devoted to the Continent of Africa in the citizenship and civics textbooks being used in the high schools in the State of Georgia, two books were selected from the ten books. The criterion for treating these books as standard texts in these subjects for high schools in the State of Georgia was recency of publication and popularity with teachers and students. See Table 5, page 31.

Allen and Stegmeir's Civics.⁹— In this book, Africa and African countries are mentioned only in four places--pages 153, 240, 272 and

⁸Bragdon and McCutchen, History of a Free People (New York: Macmillan, 1958) 735 pp.

⁹Jack Allen and Clarence Stegmeir, Civics(New York: American Book Company, 1956) 552 pp.

TABLE 5

DISTRIBUTION OF THE NUMBER AND PER CENT OF PAGES ON AFRICA AND AFRICANS IN CITIZENSHIP
AND CIVICS BOOKS USED IN THE HIGH SCHOOLS OF THE STATE OF GEORGIA, 1961-1962

BOOK TITLE	Total Number of Pages in Book	Number of Pages on Africa and Africans	Per Cent of the Pages on Africa and Africans of the Total Book Pages
Allen and Stegmeir's Civics	522	2	1.36
Posey's Civics for Young Americans	456	0	0
Total	978	2	0.36
Average	489	1	0.18

423. In the whole of this book, total space devoted to Africa and to African people is no more than 2 or 0.36 per cent of the total pages of 552. See Table 5.

Posey's Civics for Young Americans.¹⁰— In this book, not a single word is written on or about Africa. See Table 5.

Pagination in Economics and Government Texts

Introduction.— A total of 8 economics and government textbooks, selected on the basis of recency of publication from the official list of textbooks published by the State Department of Education, Atlanta, Georgia, was carefully and thoroughly examined. For purposes of determining how much space is devoted to the Continent of Africa in these textbooks, being used in the State of Georgia in the area of economics and government, two books were treated as standard texts. The criterion for treating these two books as standard texts was recency of publication and popularity with teachers and students. The pertinent data in these texts are presented in Table 6, page 33.

Goodman and Moore's Today's Economics.¹¹— In this book, not a single mention is made about Africa. See Table 6.

Magruder's American Government.¹²— In this book, not a single mention is made about Africa, nor is there anything said about the people of Africa. Table 6 illustrates this.

¹⁰Rollin Bennett Posey, Civics for Young Americans (Evanston, Illinois: Row, Peterson and Company, 1958) 456 pp.

¹¹Goodman and Moore, Today's Economics (Boston: Ginn and Company, 1957) 632 pp.

¹²Magruder, American Government (Englewood Cliffs, N.J.: Allyn and Bacon, Inc., 1960) 756 pp.

TABLE 6

DISTRIBUTION OF THE NUMBER AND PER CENT OF PAGES ON AFRICA AND AFRICANS IN ECONOMICS
AND GOVERNMENT BOOKS USED IN THE HIGH SCHOOLS OF THE STATE OF GEORGIA, 1961-1962

BOOK TITLE	Total Number of Pages in Book	Number of Pages on Africa and Africans	Per Cent of the Pages on Africa and Africans of the Total Book Pages
Goodman and Moore's Today's Economics	632	0	0
Magruder's American Government	756	0	0
Total	1388	0	0
Average	694	0	0

Summary of Pagination in Social Studies
Texts Other Than Geography Books

A summary of the data on the number of pages devoted to the peoples, cultures, and land areas of the vast and intriguing continent of Africa as presented in Tables 3-6 indicates the following significant facts.

1. Apart from the world history textbooks, textbooks in social studies in general contained relatively no information about Africa and its peoples.
2. The data on Africa persistently emphasized the point that most of Africa came into existence with the exploratory activities of enterprisers from western Europe.
3. The treatment of Africa in these outlooks: emphasis was placed on what Western Europe and America have done to raise the standard of living of the Africans; the financial, technical and military aid which African nations have enjoyed through their association with these foreign countries. Hardly anything is said about the contribution which Africa has made toward the continued existence of the industrial supremacy of these nations who have largely depended on Africa for raw materials.

Africa and Africans in Pictorials

Pictorial Aids.— Almost all the pictures in the geography textbooks are illustrations of ways of living. Pictures illustrating the primitive ways in which Africans live; the mud houses with thatched roofs; the thick jungles, full of wild and ferocious beasts; pictures of half-naked and bare-foot mothers carrying on their bare backs their sick and emaciated children to witch-doctors; pictures of members of a family all seated on a dirty floor to eat their meal from clay pots; pictures such as these outnumber all other pictures.

In one textbook alone, the following pictures were shown: picture of two Congo women, bare-foot, with shoulders and upper part of the

body exposed, "Congo women use the leaves of palm trees for weaving baskets and mats;" picture of a poorly clad African boy, surrounded by drums "African boys of the jungle learn early to beat out messages on small drums;" picture of a young boy and a young girl wearing bangles, beads, necklaces made of ivory; picture of a witch doctor "African witch doctors wear head-dresses of feathers and furs;" picture of a half-naked Congo girl pounding manioc into meal; picture of a house with "such steep roof of grass;" picture of a large and ferocious animal "Central Africa is a region that has more interesting wild animals than almost any other part of the world. Of its many, many, wild animals, the elephant is the largest."¹³

In another geography book, similar pictures are shown. In this particular book, there is a picture of a young boy of about four years, suffering from yaws, with stomach, legs and face, all swollen beyond description. Under this picture is a statement "Modern medicine is replacing the witch-doctor, but some parts of Africa have one physician for 10,000 persons."¹⁴

There are numerous pictures illustrating the low standard of living in Africa, and the utter dependence of African countries on outside help: A picture showing United Nations Staff distributing

¹³Frances Carpenter, Children of our World(New York: American Book Company, 1952) pp. 160-175.

¹⁴Fraser, Hoy and Magenis, Our World Neighbours(New York: American Book Company, 1961) p. 452.

free milk to African children in the City of Leopoldville in the Congo; a picture of visitors in Kenya watching wild game from a balcony at their hotel; a picture showing Africa as the home of the giraffe, tallest of all animals; another picture showing Ethiopian musicians demonstrating the use of ancient and primitive wind instrument; another picture showing the over-worked, underpaid native Africans drilling wells and mining diamond.¹⁵

Other pictures illustrated scenes of village life—open houses, thatched roofs, villages surrounded by tall trees and wild animals, women drawing drinking water from muddy springs. Some other pictures showed methods of transportation to be mainly primitive; on foot, on horse and camel back, by dug-out canoes, by wooden sailing craft called feluccas, described as a common sight along the Nile River.¹⁶

Summary of the Pictorials

A summary of the data on pictorials illustrating various phases of activity in Africa as contained in the textbooks examined would lead to the following significant observations.

1. Pictures contained in these textbooks illustrate the backwardness and primitivity of the Africans.
2. Many of the pictures are from a tourist point of view, stressing the exotic or the unusual and the atypical, rather than the more common level of living condition.
3. Many of the illustrations now in use are hopelessly out of date and do not represent the African peoples as they are today.

¹⁵Ibid., pp. 441-452.

¹⁶Harold D. Drummond, The Eastern Hemisphere (Englewood Cliffs, N.J.: Allyn and Bacon, 1961) p. 229.

4. Many of the pictures emphasized the sharp contrasts between the Americans and Europeans on the one hand and the Africans on the other.

Maps.--- Most of the maps showed the continent as a whole; others showed some sections of the continent. Maps of Africa contained both in the history and geography textbooks repeatedly illustrate the following:

1. The voyages of exploration showing the route taken by Vasco da Gama in reaching India by rounding the Southern tip of Africa.
2. The voyages of exploration showing the route taken by Magellan in reaching India.
3. The slave market centers in West Africa and the triangular route followed by the slave traders and the slave ships in bringing slaves from Africa to America.
4. Map showing the exploratory activities through the jungles, amid wild beasts and hostile natives, of David Livingstone, a British Medical Missionary and Henry Morton Stanley, an American newspaper representative.
5. Map showing the scramble for Africa and the consequent partition of Africa by the European nations at the Berlin Conference of 1886.
6. Map showing the European possessions in Africa.
7. Recent textbooks contain maps showing the new independent nations of Africa.
8. Map showing the Congo basin, Central Africa, Sahara Desert, Kalahari Desert and the old caravan trade routes.

Patterns of Textbook Presentation of Africa

Introduction.--- In examining the ways different textbooks in different subject-matter areas treat Africa, the writer has tried to present the over-all picture which these books draw about Africa. The next step has been to set down under different cultural areas

what is said about patterns of each of the African countries studied.

Africa - the Dark Continent.--- In one of the textbooks examined¹⁷, the opening sentence of the chapter dealing on Africa is captioned the "Dark Continent." It is interesting to note that the letter d in 'dark' is capitalized. In another geography textbook,¹⁸ the caption of an introduction to Africa is "Wildest Africa." Here again, the letter 'w' in the word "wildest" is capitalized. The effort of the Belgian Government in the Congo is styled "civilizing a wild land."¹⁹

General Description of Africa.--- Stereotyped and not too informative descriptions were frequently in most of the textbooks examined. One textbook contained the following descriptions of some parts of the Continent of Africa: "This mighty wasteland . . . tangled jungles, trackless rain forests and savannas, hostile natives, dangerous beasts and deadly diseases still rule immense areas of the land. Not only that, but along the thousands of miles of African coastline, there are hardly any easy approaches to the interior."²⁰

The same world geography book describes another part of Africa, this time East Africa in the following way, "Here are the lands of the lion, the gorilla and the elephant--and of the big game hunters. Here

¹⁷John Hodgdon Bradley, World Geography (Boston: Ginn and Company, 1951), p. 458.

¹⁸Frances Carpenter, op. cit., p. 161.

¹⁹Ibid., p. 175.

²⁰John Hodgdon Bradley, World Geography (Boston: Ginn and Company, 1957), p. 459.

also are vast areas where the tsetse fly turns the table on man by killing him and his domesticated animals with germs of the deadly sleeping sickness. British East Africa, however, is much more than an unpleasant mixture of wild beasts, wild men and tropical diseases."²¹

General Description of the People of Africa.— One textbook describes the people of Africa in this way: "By far, the largest number of people of this continent are dark-skinned, black haired Negroes. Some have skins the color of a chocolate bar, others are so dark a brown that they seem almost black. Still others have skins of a much lighter brown."²²

In the same textbook,²³ Africans are called savages and cannibals. The book goes on to say, "People who live shut away in the jungle, like the little pygmies are called savages. In earlier times, some of the tribes of Central Africa were cannibals. They killed and ate strangers who came into their part of the jungle."²³

Africa, a Continent with no History.— In most of the textbooks, Africa is represented as a continent with no history. These textbooks mention the great civilization that sprang up in Egypt, but in mentioning this, Egypt is divorced from Africa and rather regarded as a Mediterranean land. One textbook brings this view vividly into focus by

²¹Ibid., p. 467.

²²Frances Carpenter, op. cit., p. 161.

²³Ibid., p. 172.

saying that "the rest of Africa, (apart from Egypt) as a matter of fact, had no history of importance to the rest of the world. It (that is, the Continent of Africa) has been walled from the great centers of civilization almost as completely as if it had been on the moon."²⁴

Africa contrasted with the other Continents of the World.-- One textbook draws a contrast between the Continent of Africa and the United States of America thus, "Although the continent of Africa is almost four times as large as the United States, its vast interior deserts, savanas, and forests were practically unknown to the people of the outside world until the end of the nineteenth century. Even today, Africa is still in many ways a dark continent--mysterious, forbidding and lonely. Africa has lagged so far behind the other continents in economic and social developments."²⁵

Africa called a land of disease and poverty.-- Composition of people, density of population, types of houses and standard of living conditions, are all discussed in some detail in the geography and world history textbooks. The textbooks examine and describe the kind of food eaten by the Africans, the homes in which they live, their dress, habits, customs. There is every attempt made to show dissimilarity in everything between Africans and Americans. No one textbook shows that Africans have anything in common with the people of the United States of America. Again and again, textbooks emphasize that

²⁴John Hodgdon Bradley, op. cit., p. 458.

²⁵Ibid.

Africa is thinly populated and the inhabitants very poor. "Today Africa, which contains about 23 per cent of the land area of the globe supports only about 8 per cent of the people on the globe."²⁶

One textbook has this to say about Africans, "Many African loses his nose or his toes through such diseases as leprosy and yaws. Many Africans suffer from malaria, dysentery or sleeping sickness caused by the tsetse-fly. The average African makes less than 50 dollars a year and lives to about 30 years of age. If disease doesn't kill him, insufficient food or bad diet may."²⁷

Leading occupations in Africa.— In their attempt to show the difference between Africa and the Western countries and also the difference between Africans and the people of these countries, textbooks dealing on Africa stress the fact that Africans are mainly village farmers, who move from one plot of land to another; cut little clearings in the forest to plant sugar-cane, yams, cotton, cassava.²⁸ Textbooks also describe most Africans as nomadic cattle herders who live in the villages in houses built with walls of sun-dried mud, arranged in circles. At night, these "cattle-raisers" bring their cattle into the center of the village for protection against such wild animals as the cheetah, the lion or the leopard that may be wandering through the grassland and the thorn bushes.²⁹

²⁶Ibid., p. 459.

²⁷Nathaniel Platt and Muriel Drummond, Our World Through the Ages (2nd ed. rev., Englewood Cliffs, N.J.: Prentice Hall, Inc., 1959), p. 692.

²⁸Fraser, Hoy and Magenis, op. cit., p. 439.

²⁹Ibid., p. 440.

Africa, a Continent of Contrasts.— In many textbooks, contrasts between the cities and the villages, between the western-educated few and the vast majority of uneducated Africans, are vividly and colorfully brought out. One textbook sees the changes coming over Africa as superficial; another sees the changes as still very insignificant, probably making use of the western nations' standard of judgment. One textbook put it this way, "Africa changes, but much of the old hangs on--there are Africans who live in great cities with skyscrapers, sidewalk cafes, and self-service super markets. But far more Africans live in tribal villages of thatched-cooked mud huts. And even in the suburbs of great African cities, lions roar and leopards roam. There are Universities in Africa. But ninety per cent of all Africans can neither read nor write. There are Africans who are doctors, priests, ministers and engineers. But far more are farmers using primitive tools. Many have been converted to the Christian or Moslem faith. But many Africans have never traveled except on foot or in the crude hand-hewn canoes."³⁰

Another textbook, in its attempt to bring out this contrast in Africa, puts it this way, "In many cities of Africa, the old ways of doing things exist side by side with the new ways. Along the street can be seen a young boy selling water or seetened drink, while stores where bottled drinks are sold also exist. Peddlers of fruits and vegetables go from door to door with their goods on donkeys' backs,

³⁰Nathaniel Platt and Muriel Drummond; op. cit., pp. 685-686.

while modern grocery stores exist. There are many automobiles on the streets moving along beside wagons drawn by monkeys and camels. There are dd crooked narrow streets where no automobiles can go while also are found beautiful four-lane and six-lane highways."³¹

Africa's relations with the West.--- In most textbooks examined, Africa is depicted as having depended on the United States of America and the European countries for whatever improvements are to be seen in the entire continent. African countries are treated as examples of America's generosity to the weaker nations. Expressions such as the several quoted immediately below abound in most textbooks examined. "European governments brought new ideas to the African people. In some places, European laws were introduced and slavery was suppressed. Hundreds of missionaries established schools and hospitals and a few Africans were sent to European schools and Universities."³² Another textbook reported that great sums of money have been poured into Africa by the United Nations agencies, by the United States government, by European powers and by private investors. The book went further to say that the Medical Missionary, Dr. Albert Schweitzer chose to go to Africa because "there in all the world is the need greatest and the hands that are stretched out to help, the fewest;"³³ that President Kennedy of the United States of America had organized

³¹H. D. Drummond, op. cit., 124.

³²Fraser, Hoy and Magenis, op. cit., p. 437.

³³Nathaniel Platt and Muriel Drummond, op. cit., p. 693.

the peace corps to help the underdeveloped areas, such as Africa. Another textbook describes the West's aid to Africa in this way, "To help these savage tribes to better ways of living, churches in America and Europe went teachers called Missionaries across the ocean to Africa. These Missionaries set up schools to train the children of the savages. They brought doctors to cure the sick. There are today many, many boys and girls who have no schools to go to."³⁴

Imperialism in Africa.— Many of the textbooks examined emphasize the point that most of the countries in Africa are under colonial rule, and that those countries which are independent are only so in name. This attitude on the part of the authors of these textbooks explains the reason for the many offensive and misleading designations found in these textbooks, some of which were written or published only a year ago. Expressions such as French West Africa, French Equatorial Africa, Heart of French Africa, Belgian Congo, Portuguese Angola, British West Africa, British Kenya, British East Africa, native Africans carry with them imperialistic bias.

Africans are shown as the only ones who have benefited from Afro-European contacts. France is mentioned as having brought peace and prosperity to North-West Africa, but nothing is said about the exploitation of the natives of these countries by France, nor is the injustice of the Algerian war brought out. The Belgians are credited with having built the modern city of Leopoldville in the Congo, raised the people's standard of living; but no mention is made about the

³⁴Frances Carpenter, op. cit., p. 172.

atrocities of the Belgians in the Congo nor is the refusal of the Belgians to train the Congolese in preparation for assuming responsibility over the control of their own affairs, seen as an act of great disservice to the cause of African nationalism. Rather, imperialism is viewed as of immense benefit to African countries as a whole. This feeling is brought out clearly by one book which said that "by exploitation of small nations by large nations, regions which would otherwise lie beyond the margins of world civilization are brought within those margins by such exploitation."³⁵

Mineral and Agricultural Wealth.— Space in the textbooks and other printed materials is devoted to the discussion of mineral and agricultural wealth of Africa. On this particular issue, most textbooks are agreed on the fact that Africa's mineral wealth is very vast. One textbook describes the mineral resources of Africa as having exceeded even the hopes of a century ago. Another textbook gives the following figures, describing Africa's world out-put of minerals and agricultural products thus: "Africa produces 95 per cent of the world's diamonds, 77 per cent of the world's cobalt, 70 per cent of the world's cocoa, 39 per cent of the world's gold, 34 per cent of the world's copper."³⁶ Many books emphasize that Africa produces sizable percentages of the world's chromite, phosphates, tin and enormous undeveloped deposits of aluminum ore and iron ore. One textbook has this to add about the cultural and mineral resources of Africa.

³⁵John Hodgdon Bradley, op. cit., p. 466.

³⁶Eugene Van Cleef and John C. Finney, Global Geography (Englewood Cliffs, N.J.: Allyn and Bacon, 1959), p. 477.

"The mines and the large plantations are chiefly owned and managed by people from other continents."³⁷ Another textbook says that because of primitive methods of farming, leaching, erosion and long draughts, Africa is agriculturally poor and consequently cannot feed its rapidly increasing population.³⁸

Treatment of Separate Countries of Africa.— After a general survey of the treatment of Africa and the people of Africa, the writer examined in some greater detail the textbook account of some separate countries of Africa, including countries which have been independent of foreign rule for more than a century, those that gained their independence from foreign rule in the last decade; and those that are still colonial territories. This step was necessary in view of the fact that some regions are more exhaustively treated in textbooks than other regions and also in view of the fact that some countries have remained longer under foreign rule than the others. The treatment of the following themes or cultural facets was closely examined: Early History, Language, Food, Homes, Dress, Occupation, Religion, Trade, Transportation, Form of Government, Political Organization, Relations with outside nations and contribution to world progress and civilization. These additional data on selected cultural facets

³⁷Frances Carpenter, op. cit., p. 174.

³⁸John Hodgdon Bradley, op. cit., p. 470.

or patterns of the more important separate and politically significant countries of Africa are presented separately and under captions in Tables 7 - 14, p. 49-64.

- | | |
|---|----------|
| 1. Egypt, country north of the Sahara Desert.
Seat of ancient civilization | Table 7 |
| 2. Libya, country located in the Sahara Desert
Independent since 1951 | Table 8 |
| 3. Liberia, country south of the Sahara Desert
Independent since 1847 | Table 9 |
| 4. Ghana, country south of the Sahara Desert
Formerly a British Colony
Independence since 1957 | Table 10 |
| 5. Ethiopia, country in East Africa.
Independent all along except for
a brief period in 1935.
A constitutional monarchy. | Table 11 |
| 6. Kenya, colonial territory in East Africa
Self-governing since 1960.
Not fully independent | Table 12 |
| 7. Republic of South Africa
Independent of foreign rule | Table 13 |
| 8. The Congo is independent
Some territories in Central Africa are
still under colonial rule | Table 14 |

The future of the Continent of Africa.— A good number of the textbooks examined express opinions about the future of Africa. These textbooks differ in their views about the future development of Africa. One textbook describes Africa as a dark continent with a bright future and adds that Africa gives promise of a great development along many lines.³⁹ Another textbook states that Africa

³⁹John Hodgdon Bradley, op. cit., p. 459.

will undergo very rapid changes in the years to come; that Africa has water resources greater than that of any other continent; that no other continent has as many good places for constructing dams to harness water power for making electricity; that Africa has a more varied supply of minerals than many other continents; that although much of the land has too little rainfall to be productive, many good farming areas have already been developed. This textbook goes on to say that as the use of modern machines, fertilizers and irrigation increases in Africa, much more food will be grown to feed the ever-increasing population; that as the cities in Africa grow, the people will learn to take their places as citizens of a modern world.⁴⁰

⁴⁰Harold D. Drummond, op. cit., p. 304.

TABLE 7

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC OF AFRICA AND AFRICANS
(EGYPT) AS PRESENTED IN THE SOCIAL STUDIES TEXTS USED IN THE HIGH SCHOOLS OF THE STATE
OF GEORGIA, U.S.A., 1961-1962

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Egypt
Early History	x	-	As early as 1500 BC, Egyptian barges sailed south on the Nile and along the shores of the Red Sea. They returned with fine woods, ivory, ostrich, plumes and slaves.
Language	-	X	
Food	X	-	Most families work very hard just to raise enough food for their needs.
Houses	X	-	Houses in the villages are square huts made of mud or sun-dried bricks, small windows. Often none at all. Flat roofs, simple furniture, animals occupy the houses side by side with people.
Dress	-	X	
Occupation	X	-	Agriculture, commerce and small home industries. Some manufacturing done.
Religion	X	-	Islam. Most of the people are Moslems.
Trade	X	-	Cotton is Egypt's major crop and export crop. Cotton forms 80 per cent of Egypt's major crop and exports. Other exports are sugar, onions, and rice. Imports are mainly machinery, cars, agricultural implements, textiles.
Transportation	X	-	Methods of transportation in much of Egypt are still primitive. There are, however, modern railroads, steamers, air planes
Education	X	-	All children between seven and twelve years of age must attend school. Egypt has been trying to produce enough schools for all children. School courses prepare students for business, agriculture and industry.

TABLE 7 - Continued

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Egypt
Standard of Living	X	-	The Egyptian farmers are very poor and their methods of agriculture are very primitive. The Egyptians remain among the most poorly nourished, unhealthy and illiterate people in the world. Government is trying to improve the health of the people by training more doctors. People live in crowded surroundings
Government	X	-	Egypt has seldom been entirely free from foreign influence. Now an independent state ruled by a military dictatorship.
Leaders	-	X	British troops guarded the Suez Canal
Contribution	X	-	Egyptians contributed many ideas to the world: calendar, writing on paper, use of metal tools. They discovered facts and principles taught in mathematics, astronomy, physics. Among the first people to manufacture glass and fine linen.

TABLE 8

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC OF AFRICA
AND AFRICANS (LIBYA) AS PRESENTED IN THE SOCIAL STUDIES TEXTS USED
IN THE HIGH SCHOOLS OF THE STATE OF GEORGIA, U.S.A., 1961-1962

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Libya
Early history	x	-	Formerly an Italian colony. Made an independent state by the United Nations in 1951.
Language	-	X	-
Food	x	-	Not enough food is produced for local consumption. Most people are poorly fed, inadequately nourished and some starve.
Dress	-	x	-
Occupation	x	-	Farming, Herding
Religion	x	-	Most people are Muslims.
Trade	x	-	Exports include tuna, sardines, sponges, bricks, leather, paper.
Transportation	x	-	The existing fine roads were built by the Italians.
Education	x	-	The United Nations has sent specially trained people to help improve schools and colleges. Young people have been sent from Libya to other countries to learn more about scientific agriculture, engineering and good government.
Standard of Living	x	-	The country as a whole is so poverty-stricken that the average annual income is thirty-five dollars. "This desert-land, where only ten per cent of the people can read and write, has been called "the poorest country

TABLE 8 - Continued

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Libya
			in the world." A few industries exist. Inhabitants are mainly oasis dwellers and nomadic herdsmen.
Government	x	-	Now a constitutional monarchy.
Leaders	-	x	-
Relations with outside in- fluences	x	-	Libya was made an independent state by the United Nations in 1951. Libya has received a great deal of aid from the United Nations because it is one of the poorest lands on the earth.
Contributions to world civiliza- tion	-	x	-

TABLE 9

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC OF AFRICA AND AFRICANS
(LIBERIA) AS PRESENTED IN THE SOCIAL STUDIES TEXTS USED IN THE HIGH SCHOOLS
OF THE STATE OF GEORGIA, U.S.A., 1961-1962

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Liberia
Early History	x	-	Like Haiti in the West Indies, Liberia is a Negro Republic. It is a nation in which only Negroes are permitted to own land and vote. The land was settled in 1822 by the American Colonization Society as a home for freed Negro slaves. In 1847, the government was started like that of the United States.
Language	x	-	Official language of the country is English. Twenty-eight differed native dialects are spoken.
Food	x	-	Rice and Cassova constitute the staple food.
Dress	-	x	-
Occupation	x	-	Nine out of every ten Liberians are farmers. These farmers are energetic people, producing coffee, cassova, sugar, cocoa, rice, palm kernels, rubber.
Religion	x	-	Christianity. Until very recently, most of the schools in Liberia were built and run by American Missionaries.
Trade	x	-	Chief exports are rubber, palm kernel, gold, coffee, cocoa.
Transportation	x	-	Most highways in Liberia are usable only during the dry season. Now all-weather roads are found. Along the coast, dug-out canoes are used.

TABLE 9 - Continued

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Liberia
Education	x	-	Now Government spends one-tenth of its money for education. More than half the schools in Liberia are public schools. More and better schools are one of the country's main needs.
Standard of living	x	-	Standard of living of the people is not directly treated in the textbooks. One textbook, however, described Liberia as "this poor equatorial land." Since 90 per cent of the people, who live in this poor country are uneducated, it is logical to say that the people of Liberia are very poor.
Government	-	x	-
Leaders	x	-	Many leaders of Government in Liberia had ancestors who were at one time slaves in America.
Relations with the United States	x	-	The United States played a major role in its founding in 1847. Much of Liberia's trade is with the United States, which has furnished both technical and financial assistance. The U.S. interests have developed a rubber plantation as well as excellent iron ore deposits not far from Monrovia. Until very recently, most of the schools in Liberia were built and run by American Missionaries.
Contribution	-	x	-

TABLE 10

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC OF AFRICA
AND AFRICANS (GHANA) AS PRESENTED IN THE SOCIAL STUDIES TEXTS USED
IN THE HIGH SCHOOLS OF THE STATE OF GEORGIA, U.S.A., 1961-1962

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Ghana
Early History	x	-	The very name, Ghana, comes from a former powerful West African empire which existed in ancient times. One of its cities, Timbuktu, was the home of many scholars, lawyers and statesmen. Its merchants traded and its professors taught in many cities along the Mediterranean coast of North Africa.
Language	-	x	-
Food	x	-	Food crops consist of cassava, corn, millet, yams, peanuts, fruits.
Dress	-	x	-
Occupation	x	-	Agriculture. Government is encouraging farmers to raise more than one crop. Many people are engaged in farming
Religion	-	x	-
Houses	-	x	-
Trade	x	-	More than half the world's cocoa comes from this fertile area. Gold is the most valuable mineral exported. Other minerals exported include diamonds, manganese, bauxite.
Education	x	-	More than half the children in Ghana go to school.
Transportation	x	-	Transportation within the country has improved. Roads, railroads have been built in Ghana in recent years. Automobiles and trucks are imported.
Standard of Living	x	-	Much progress has been made in Ghana recently. Many people still have a low standard of living and a poor diet.

TABLE 10 - Continued

FACET	Not		Presentation of the Cultural Facets of Ghana
	Mentioned	Mentioned	
Government and Leaders	x	-	Ghana is an independent African nation within the British Commonwealth. Kwame Nkrumah, the first Prime Minister of Ghana, was born in a remote village surrounded by a bamboo fence to keep out wild animals. The woods where monkeys lived and brilliantly colored birds made their nests, were his playground.
Dependence on foreign nations	x	-	Ghana leans heavily on America and Europe for economic and technical help especially in her Volta River Project.
Contribution	-	x	-

TABLE 11

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC
OF AFRICA AND AFRICANS (ETHIOPIA) AS PRESENTED IN THE SOCIAL
STUDIES TEXTS USED IN THE HIGH SCHOOLS OF THE STATE OF
GEORGIA, U.S.A., 1961-1962.

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Ethiopia
Early History	x	-	For many centuries, Ethiopia remained independent, although most of Africa was controlled by European powers.
Language	x	x	Most Ethiopians have some ancient ancestors as Berbers, speak Arabic.
Food	x	-	Simple meals, mostly deficient in nutritive values.
Houses		x	-
Dress		x	-
Occupation	x	-	Farming. Nine out of every ten people in Ethiopia make their living from agriculture; Primitive agricultural methods.
Religion	x	-	Ethiopia is inhabited by peoples of widely different origins and religions. There are Christians, Moslems, pagans.
Trade	x	-	Chief exports are coffee, hides and skins. Chief imports are manufactured goods; twxtiles, petroleum, iron, steel goods, wool, salt.
Transportation	x	-	Ethiopia has only one navigable river. Means of overland communication are few. Road-building difficult. Before World WarII, people traveled by pack mule and camel. After World War II, by motor cars, trains and air-planes.

TABLE 11 - Continued

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Ethiopia
Education	x	-	Only one out of ten Ethiopians can read and write.
Standard of living	x	-	Textbooks mentioned that because only a small percentage of the people can read and write, majority of Ethiopians age in low-paid jobs. Most of the people are said not to know how to use their resources wisely.
Government	x	-	Haile Selassie, the Emperor of Ethiopia, is almost a supreme ruler. He has a Council of Ministers which advises him, and a Parliament with two houses. The Emperor has granted his people a constitution, which provides for freedom of religious speech and the press.
Relation with United States and Great Britain	x	-	Though entirely self-governing today, Ethiopia depends on other nations, especially the United Kingdom and the United States for political advice and economic aid. The United States has sent teachers and materials to help them improve their education. American farmers and representatives of the United Nations have gone there to introduce new methods of agriculture. They have helped the people drill well and fight malaria.
Contribution	-	x	

TABLE 12

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC OF AFRICA AND AFRICANS
(KENYA) AS PRESENTED IN THE SOCIAL STUDIES TEXTS USED IN THE HIGH SCHOOLS
OF THE STATE OF GEORGIA, U.S.A., 1961-1962

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Kenya
Early History	x	-	When the British arrived, most people living in Kenya were nomads. Wheeled carts and other vehicles were unknown to the people there. They had no towns or roads. Their only tools were hoes, axes and sticks.
Language	-	x	-
Food	-	x	-
Dress	-	x	-
Occupation	x	-	Agriculture. About three-fifths of Kenya's income is from agricultural products. Hunting. Kenya is noted for its hunting trips known as Safaris. Europeans have large farms.
Religion	-	x	-
Houses	x	-	Houses are described as poor. Africans in Kenya live in reservations or into most crowded slum areas.
Trade	-	x	-
Education	x	-	Many people in Kenya today are unable to read or write.
Standard of Living	x	-	Lacking enough fertile land, many African Kenyans went to work in the cities or on farms or in mines owned by British Kenyans. Their wages were low. Their housing was bad. They were treated as inferiors and denied many rights enjoyed by whites. British East

TABLE 12 - Continued

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of Kenya
			Africa, however, is much more than an unpleasant mixture of wild beasts, wild men and tropical diseases.
Government	x	-	The British say that Kenya is nowhere near ready for independence. But they want no more Mau Mau uprising. In 1960, the British agreed that the people of Kenya should have more responsibility in Government.
Dependence on British Govern- ment	x	-	The British Government set up training schools where farmers could learn better ways of working and living. They built railroads. They built Mission schools and Mission hospitals.
Contribution to World Civili- zation	-	x	-

TABLE 13

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC OF
AFRICA AND AFRICANS(REPUBLIC OF SOUTH AFRICA) AS PRESENTED IN THE
SOCIAL STUDIES TEXTS USED IN THE HIGH SCHOOLS OF THE STATE OF
GEORGIA, U.S.A., 1961-1962

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of South Africa
Early History	x	-	When the Bosses arrived, the area now called the Union of South Africa was the home of elephants, lions, antelopes. Today, most of the animals are confined to preserves.
People	x	-	Besides the people of British descent, the Afrikaners (the Boer) and the Negroes, there are Indian and cape colored.
Language	-	x	
Food	x	-	Corn is the main food crop. Potato is widely grown and eaten.
Dress	-	x	-
Occupation	x	-	Europeans control most business and Government affairs. Most of the native Africans using old methods and simple tools. Some have begun to work as teachers, preachers, business men. Agriculture and cattle-raising are also important. Mining
Religion	-	x	-
Houses	x	-	For the natives in the villages, houses are round, woven of coarse grass and twigs and surrounded by grass and twigs and screens for privacy.
Trade	x	-	Wealthy in minerals, gold, diamonds, coal, iron, asbestos, silver are exported.

TABLE 13 - Continued

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of South Africa
Education	x	-	Better education is being provided the natives.
Standard of Living	x	-	The standard of living of the Europeans is high; that of the natives is very low. Many Africans travel to the cities of South Africa and to the mining camps to find jobs. They live in shanty towns on the outskirts of beautiful cities. They live crowded together in poorly-made houses provided by the owners of the mines. The African natives have very few rights. They live on reservations and carry passes with them all the time. In urban centers, they are subjected to many restrictions.
Government	x	-	Parliamentary type of Government which is controlled by the Afrikaners. Negroes are denied the vote or employment in factories.
Dependence on outside Nations	-	x	-
Contributions to World Civiliza- tion	-	x	-

TABLE 14

DISTRIBUTION OF THE NATURE OF SELECTED CULTURAL ELEMENTS CHARACTERISTIC OF AFRICA AND AFRICANS
(THE CONGO AND CENTRAL AFRICA) AS PRESENTED IN THE SOCIAL STUDIES TEXTS USED IN
THE HIGH SCHOOLS OF THE STATE OF GEORGIA, U.S.A., 1961-1962

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of the Congo and Central Africa
Early History	x	-	History of this area supposed to have started with the journeys of David Livingstone and Henry M. Stanley. Nothing further mentioned.
People	x	-	Small pygmies. Tall watusis. People who live shut away in the jungle, like the little pygmies are called savages.
Language	-	x	-
Food	x	-	Food was described as consisting of antelope stew, manioc porridge, greens, sweet red-skinned bananas, juicy mangoes, yellow pawpaws, wild honey, elephant foot roasted over the outdoor cooking fires.
Dress	x	-	People here wear very few clothes. Babies and small children wear none at all. People from other African tribes wear skirts of dried grasses, aprons of cloth, antelope skins, horse-tail tassels, belts made of hide, Beads and ornaments of various kinds are worn.
Occupation	x	-	Hunting, farming done in a primitive way with primitive instruments.
Transportation	x	-	Hunters walk in single files along the green tunnels of the jungle paths. No highways, not even rough paths, through this wild part of the continent. Native dug-out canoes.
Houses	x	-	Rounded cones of hardened clay as tall as a man

TABLE 11, - Continued

FACET	Mentioned	Not Mentioned	Presentation of the Cultural Facets of the Congo and Central Africa
		-	provide store-houses for food. Little thatched huts.
Trade	x	-	Rich in copper, gold, diamond, tin, cobalt, coal, manganese, zinc.
Education	x	-	Schools established by Missionaries from America and Europe.
Standard of Living	x	-	This land and its people are like the land and people of the Amazon region and unlike the people of Europe. With strangers, the pygmies are timid. In the past, at the first sound of the drum in an unknown dugout, they would hide in the deep thickets.
Government	-	x	-
Dependence on foreign nations	x	-	To help these savage tribes to better ways of living, churches in America and Europe sent teachers, called Missionaries across the ocean to Africa to set up schools to train the children of the savages and to cure the sick
Contribution	-	x	-

CHAPTER III

SUMMARY AND CONCLUSIONS

Rationale.— The world in which we live has grown, and is continuing to grow, smaller and smaller every day. Today, the boundaries of geography and time have been swept away by the speed and economy of jet travels. Interracial and international relations are growing on a larger scale. Yet the story of the world includes a long list of open hostilities, costly discriminations, evil exploitations. Ignorance and unscientific notions have marked the long trail of international discord and warfare. Quarrels among nations have been frequent and bitter. Costly wars have been waged, lives lost, cities destroyed, sufferings and hardships imposed on humanity, only because nations have failed to tolerate each other in this world of "shrinking" geographical distances and time-lapses.

The future of the world depends upon the knowledge and understanding by the people of each of the world countries of the customs, language, ideals and aspirations of the peoples of other countries. Better understanding of the ways of other people is the only thing that will remove the barriers of doubt, suspicion and fear which are the root of international friction and constant threat to peace. There is the need today for people all over the world to understand the "one world" in which they live. It has become increasingly clear

that education for citizenship is not limited to purely domestic concerns. It requires sensitive understanding of far-flung peoples, cultures and places.¹ A program of education designed to encourage national isolation is certainly unsuitable and cannot hope to meet the problems of this dwindling "one world" in which we live today. Such a program of study cannot achieve in the current and coming years, international harmony so vital to world progress and the continuity of human races. The realization of the fact of one world should compel everyone, everywhere to re-examine his history and the society in which he lives in the light of the fact of this one world which has emerged since the end of the Second World War.

Today, schools not only in America but everywhere in the world, can, by developing understanding and skill, make a desperately needed contribution toward race and national harmony.² Mrs. Bernice McCullar, Director of Information, State Department of Education, Atlanta, Georgia, commenting on the introduction of "Our World Today" program said, "Not to know about our international neighbors in a world grown as small as ours, is a dangerous thing. Our education must include a knowledge of the other people of the world." Unhealthy tensions exist everywhere. As more and more people travel from one country to another, the adjustment of relations becomes imperative. This adjustment will not be possible unless and until people get to know precisely and fairly accurately from what cultural backgrounds their associates come.

¹American Council on Education, Treatment of Asia in American Textbooks(Washington, D.C.: American Council on Education, 1946), p. 1.

²Maxwell S. Stewart, Prejudice in Textbooks, (Washington, D.C.: Public Affairs Committee, Inc., 1950), p. 2.

The findings of social psychologists in their studies of peace and war, indicate the type of understandings which may facilitate cooperation among nations. The improvement of relations between the nations of the world is not an easy matter. This cannot be done overnight, nor can it be achieved by passing a law, or even a series of laws. Cooperation and peace among nations, like wars, begin in the minds of men. Believing this, educators of many nations for some time have been concerned that the books to be studied by young people be of the kind that help build for cooperation rather than for wars.¹ Schools therefore have a vital role to play in this matter. How effectively or otherwise they perform this task depends on the contents of the textbooks used in schools.

In presenting any story to the child, care must be taken to insure that the child relates the new experience to the old and that he organizes the information thus received in a structure of concepts and generalizations that is comprehensible to him. This suggests that materials dealing with other nations should contribute to effective learning to the extent that they consist of related facts, usable by the reader in the development of major understandings concerning them. Closely related to the student's development of understandings concerning foreign nations is his formulation of attitudes toward them and toward the total complex of factors involved in international cooperation, war and peace. Other things being equal, a person's

³Dorothy McClure, The Treatment of International Agencies in School History Textbooks in the United States (Washington, D. C.: American Council on Education 1950), p. 1.

attitude toward an object is strongly affected by his knowledge of it.⁴ Attitudes are formulated, consciously or unconsciously toward objects with which the individual has become psychologically involved, and not toward abstractions which are unrelated to him. Evidence from public opinion polls shows that well-informed people accept less readily than uninformed persons many of the common stereotypes of the day, the facts they know serving as reference points for discrimination.

Social solidarity within a nation state may be said to rest on the development, in citizens' minds and behavior patterns, of patriotism, of identification with the larger group, of the habit of cooperation in obeying laws and of social conscience. It seems obvious that the same kind of social solidarity cannot be developed with reference to the world community today. Individual citizens of many nations have generalized their love and loyalty for family and local community, to extend it to the national family. Individuals have not, to any great extent, identified themselves and their interests with activities going on in other parts of the world. These other parts of the world can be so presented in textbooks that young men and women will be helped in the process of identification with the world community, in which they live, and with the other peoples who must play a part to bring about cooperation between nations.⁵

⁴Muzafe, Sherif and Hadley Cantril, The Psychology of Ego-Involvements, Social Attitudes and Identifications (New York: J. Wiley and Sons, Inc., 1947), p. 80.

⁵Dorothy McClure, op. cit., pp. 13-14.

Textbooks are the major reservoir of information from which teachers and pupils alike draw. It is for this reason that it is considered very important that in order to get a correct and unbiased picture of what has been going on in the Continent of Africa, books and monographs written by specialists on African affairs should be published and circulated. Educational programs concerning Africa need not rest on journalistic writings, on sentiment, on wishful thinking, but rather on objective and mature thinking. Africa is no longer the Dark Continent, the wild jungle peopled by savages and cannibals. West Coast of Africa has ceased to be designated "White Man's Grave." It is increasingly evident that for reasons of national welfare, if for no others, educational programs of every country outside Africa must provide basic instruction about the indigenous qualities of African cultures, and about the widening relationships between the East and the West.

Evolution of the Problem.— No doubt, there are many people in the United States who know very little about Africa and the African people. In fact, it would be true to add that the little known in many cases is wrong, distorted and full of bias. Questions posed to any African student during the first few weeks of his stay in the United States are most betraying. They blatantly reveal the shocking lack in America of accurate information about Africa. Africa, the second largest continent (next only to Asia) is largely unknown and its people mostly misunderstood.

There could be various reasons for this: the sixteenth century conception of Africa as the "White man's grave," the "White man's burden,"

the "Dark Continent," a continent peopled by pagans, savages, subhuman beings living in thick jungles may have lingered till today; the inaccurate accounts of journalists who have distorted truths to suit their selfish ends; personal accounts of travelers, tourists, missionaries, merchants and European colonial administrators who have persistently and obstinately described Africa as a continent of strange and backward peoples.

Textbooks may or may not have contributed to present this ugly and gloomy picture. The writer, being an African student in the United States, is naturally interested in finding out in the most objective and matter-of-fact way, what role textbooks have played in projecting Africa and its peoples to the high school students in the Georgia Public Schools.

Contribution to Educational Knowledge.--- This study may prove of immense value not only to textbook writers, curriculum planners but also to school administrators and all classroom teachers. By suggesting practical recommendations, basing suggestions on the available, though not necessarily complete and final information, this study may in a small way make possible the implementation of a more effective program in the Social Studies now carried out in Georgia Public Schools.

Finally, this study may make contribution to the dearth of literature now available on Africa. If only through this study, pupils in the high schools in the State of Georgia will come to know more and more about the peoples of Africa, then there can be no greater service rendered to the cause of education.

Statement of the Problem.-- In this study, an attempt was made to evaluate the adequacy and accuracy of the information about Africa and the African people being provided pupils through the textbooks used in the public high schools in the State of Georgia.

Purpose of the Study.-- The basic purpose of this study was to determine what high school students in the public schools of Georgia are being taught about Africa, about the peoples of Africa and about the problems of Africa as reflected in the textbooks used.

More specifically, this study had the following major purposes:

1. To make an analysis of textbooks now being used in these schools and to examine what they present to pupils, directly or indirectly, about Africa and the peoples of Africa.
2. To find how accurate or how inaccurate is the material presented in these books.
3. To find whether the information is presented in such a way that understanding, as opposed to memorization, is likely to result in the minds of these young people.
4. To find to what extent the information is given with a view to fostering in pupils favorable attitudes and sentiments to Africa and the Africans.
5. To offer, on the result of this study, constructive suggestions to authors, publishers, and users of textbooks, planners of courses of study, school administrators and classroom teachers.

Limitations of the Study.-- This study was limited to the indigenous countries and races of Africa. It did not include the stranger--elements in Africa, except in-so-far as they became into direct reference with the indigenes.

Definition of Terms.-- The more significant terms employed throughout the study are explained thus:

1. "Treatment" refers to and/or embraces all direct and indirect references, allusions, descriptions, comparisons contained in the

textbooks about Africa.

It also includes pictorial representation, diagrams, and charts illustrating various phases of life in America.

2. "Adequacy" refers to the amount of space allotted to Africa in these books, in relation to the other continents of the world, remembering that in size, Africa is the Second largest continent.

3. "Accuracy" refers to the subjection of the information contained in the textbooks to hard, critical analysis to discover how credit can be placed on the information so supplied.

Procedure.— The procedural steps used in the conduct of this study were as follows:

1. The related literature pertinent to this study was reviewed, summarized and is presented in the thesis copy.
2. Permission and approval to conduct this study was obtained from the Principal of B. T. Washington High School, Atlanta, Georgia.
3. Permission to survey and analyze the official textbooks in use in all the public high schools of Georgia was secured from the State Department of Education, Atlanta, Georgia and from the Director of the Library for the blind, Atlanta, Georgia.
4. The textbooks used as source materials were carefully read and the requisite data looked for, abstracted and categorized with reference to space allotments, pictorial representation, concepts and method of presentation.
5. The data derived from the reading of the textbooks were categorized and in major instances set forth in appropriate tables or charts and definitized with reference to frequency of mention and/or the recognition or non-presentation of crucial cultural elements of the African peoples.
6. Findings, Conclusions, Implications and Recommendations derived from the analysis and interpretation of the data constitute the thesis copy.

Method of Research.— The Descriptive-Survey Method of research, employing the technique of content analysis was used to gather the data for this study. This method of research was used because it is most appropriate for collecting data on opinions as expressed in current textbooks.

Summary of Related Literature.— The literature pertinent to this study was carefully reviewed and the findings are summarized. The pertinent literature consisted of materials dealing on Asia and the people of Africa and on the Negro in the United States. The findings are summarized as follows:

1. Until relatively recently, about two decades ago, Africa South of the Sahara Desert was portrayed as a land without a past, without a history worth talking about—a land peopled by savages who engaged in all kinds of barbaric practices.
2. The high civilization which had once existed in Africa was attributed to a lost race.
3. Textbooks maintain that little or nothing or an indigenous nature in the history and culture of the regions of Africa had been or was of any value to the rest of the world.
4. In dealing with Africa and Asia, textbooks contained a great deal of imperialistic bias. India was ordinarily dealt with only as a part of the British Commonwealth, the Philippines only as a dependency of the United States; many of Africa as colonial and subject territories.
5. Asia was represented as the "Weskonization of Asia" showing how much Asia owed its developments to the Western countries.
6. Asia, like Africa, was portrayed as being very backward in industrial development and this backwardness in industrial development was often left by the textbooks to mean backwardness in every other aspect of development.
7. Many offensive and derogatory expressions were employed by textbooks to describe people from Africa and Asia: "Backward peoples of Orient;" "natives;" "savages and primitive people," "barbarian;" "uncivilized."

8. In the treatment of minority groups, textbooks were grossly unfair. The index of the history textbooks, adopted for use in Mississippi high schools listed "Negro--See Slavery" indicating that the two words are synonymous. If this view is accepted, it means every Negro in the United States is a slave.
9. Most textbooks mentioned that the Negro was a primitive person in Africa and a slave in America.
10. Some textbooks showed that the Negro was to a large extent a stereotyped "Smiling 'Uncle Tom'" known only on a plane of jokes and minstrels. Some other textbooks also showed the Negro as docile and not desirous of freedom, because he was fed, clothed, housed and his hospital bill paid for him by his Slave-Master.

Summary of Basic Findings

Introduction.— The more significant findings of this research on Africa and Africans as treated in the high school social studies textbooks used in Georgia are organized and presented here under the caption(s) Pagination in Textbooks; (b) Pictorials on Africa and the Africans; (c) Maps of Africa; and (d) the Presentation of Africa and the Africans in the body of the texts.

Pagination in Social Studies Textbooks

Geography Textbooks

TABLE 2

The four geography texts, treated as standard high school texts because of their recency of publication and great popularity with teachers and students showed a range of total pages from 192 to 583 with the range of the respective per cent being 3.08 to 8.77 per cent. Taking a percentage average of the four books Table 2 shows that 5.98 per cent of the spaces in high school geography textbooks is allotted to Africa.

World History Textbooks

TABLE 3

The two world history texts, treated as standard high school history textbooks, because of their recency of publication and great

popularity with teachers and students showed a range of total pages from 593 to 788, with the range of the respective per cent being 3.70 to 2.54. Table 3 shows that the percentage average of the total space allotted to the continent of Africa in these history texts is 3.12 per cent.

United States History Textbooks

TABLE 4

The two United History textbooks, treated as standard high school texts in this subject because of their recency of publication and great popularity with teachers and students showed a range of total pages from 690 to 735, with not a single page devoted to the treatment of Africa and the people of Africa.

Citizenship and Civics Textbooks

TABLE 5

The two texts, treated as standard textbooks in this subject-matter area, showed a range of total pages from 456 to 522, with the range of the respective per cent being from zero to 0.36 per cent. The percentage average of the total space allotted to Africa in these textbooks is 0.18 per cent.

Economics and Government Textbooks

TABLE 6

The two textbooks, treated as standard textbooks in high school Economics and Government courses in the State of Georgia, showed a range of total pages from 632 to 756, without a single page in any of these textbooks devoted to the treatment of Africa and the Africans.

Pictorials on Africa and the Africans.—Most of the pictures found in the textbooks examined are illustrations of ways of living of the Africans. The following pictures repeatedly occur in most textbooks.

1. Pictures of mud houses with thatched roofs or with "such steep roof of grass."
2. Pictures of thick jungles full of wild and ferocious beasts. "Central Africa is a region that has more interesting wild animals than almost any other part of the world. Of its many, many wild animals, the elephant is the largest."

3. Pictures of half-naked and bare-foot mothers carrying on their bare backs their sick and ematiated children to witch doctors.
4. Pictures of members of a family all seated on the dirty floor to eat their meals from clay pots.
5. A picture of a young boy and a young girl wearing bangles, beads, necklaces made of ivory.
6. A picture of a young boy suffering from yaws and having his stomach, legs and face, all swollen beyond description.
7. Pictures illustrating the utter dependence of African countries on outside help.
8. A picture showing the United Nations staff distributing free milk to African children in the City of Leopoldville.
9. A picture of visitors in Kenya watching wild game from a balcony at their hotel.
10. A picture showing Africa as the home of the giraffe, tallest of all animals.
11. A picture showing Ethiopian musicians demonstrating the use of ancient and primitive wind instrument.
12. A picture showing the over-worked, underpaid native Africans drilling wells and mining diamonds.

Maps of Africa.— Most of the maps show the continent as a whole; others show some sections of the continent. Maps contained both in the history and geography textbooks repeatedly illustrate the following:

1. The voyages of exploration and the route taken by Vasco da Gama in reaching India by rounding the Southern tip of Africa.
2. Map showing the exploratory activities through the jungles, amid wild beasts and hostile natives, of David Livingstone, a British medical missionary and Henry Morton Stanley, an American newspaper representative.
3. Map showing the scramble for Africa and the consequent partition of Africa by European nations at the Berlin Conference of 1886.
4. Map showing European colonial possessions in Africa.

5. Recent textbooks contain map showing the new independent nations of Africa and the vast areas still under colonial rule.

Textbook Presentation of Africa and the Africans.— In writing about the achievements of the early Egyptians, the textbooks associate Egypt and her civilization with the Near Eastern countries and not with Africa. In treating the Congo, the focus of attention is on the low standard of living prevalent among the people. In dealing with the racial problem in South Africa, the indigenous Africans are depicted as the inevitable victims of a vicious apartheid policy because of their "inherent inferiority of mental capacity."

All the textbooks examined stress again and again the poverty, backwardness and ignorance of Africans; the dependence of African countries on America and Europe for economic, technical and military aid; the debt which Africa owes to Europe for the opening up of the interior through the influence of missionary teachers, doctors and administrators; the huge sums of money which Europe and America have sunk in Africa in the attempt to develop the resources in this continent. It is hardly possible to read any high school social studies textbook in which Africa is treated without coming across what the United States, the United Nations, Great Britain, France or Belgium have done for the countries of Africa.

Hughes' "The Making of Today's World" describes Africa as a country instead of a continent; Platt and Drummond's "Our World Through the Ages" describes President Nkrumah of Ghana as having eleven brothers and sisters and also as having been imprisoned several times. Needless to say that both facts are incorrect. One textbook, in the usual

sweeping statement characteristic of most textbooks on Africa, describes the annual income of the African as thirty-five dollars and his life span thirty years.

Expressions such as the following are found in many textbooks: "Tangle jungles, trackless rain forests and Savannas, hostile natives, dangerous beasts, deadly diseases still rule immense areas of the land;" "by far the largest number of people of this continent are dark-skinned, black-haired Negroes. Some have skins the color of the chocolate bar. Others have so dark a brown that they seem almost black;" people who live shut away in the jungle, like the little pygmies, are called savages." "Here are the lands of the lion, the gorilla and the elephant and of big game hunters."

Terms and expressions such as these abound in textbooks: "The white man's grave;" "Wildest Africa;" "Dark Continent;" "primitive peoples;" "backward;" "barbarian," "uncivilized." Misleading and offensive designations such as French West Africa, French Equatorial Africa, Heart of French Africa, Belgian Congo, British West Africa, British Kenya, African Kenyans, Negro Africans occur in these texts.

A few of the books, however, have a section on Africa which, in a discussion of the earliest civilizations, mentions Egypt as one of the cradles of civilization. There is no description of this civilization; worse still, the impression is made that this is not an African civilization.

Conclusions

Introduction.— Careful analysis and the interpretation of the data pertinent to this study of Social Studies textbooks used in the

high schools of Georgia, USA, would lead to the following conclusions which have been organized and presented under appropriate captions as follows: (a) Pagination in Textbook; (b) Pictorials on Africa and the Africans; (c) Maps of Africa; (d) Presentation of Africa and the Africans in the body of the texts.

Pagination in Textbooks.--

1. The treatment of Africa is relatively more adequate in geography textbooks than in the textbooks in other subject-matter areas.
2. There is an overwhelming evidence that relatively little--far too little--information about Africa and the Africans can be found in the high school social studies textbooks currently used in the public schools of Georgia.
3. The textbooks are glaringly deficient in their recognition of African topics.
4. In many textbooks, chapters purporting to treat Africa and the Africans rather treat activities of foreign nations in the continent of Africa.

Pictorials on Africa and the Africans:--

1. There are very many illustrations of the backwardness of the Africans. The pictures contained in the textbooks emphasize the primitive and the backward aspects of African life.
2. Many of the pictures are from a tourist point of view, stressing the exotic or the unusual and the atypical, rather than the more common level of living conditions.
3. Many of the illustrations now in use are hopelessly out of date and do not represent the African peoples as they are today.
4. Many of the pictures emphasize the sharp contrast between the Americans and Europeans on the one hand and the African people on the other.

Maps of Africa.--

1. The present maps of the world contained in the history and geography textbooks are based on the Greenwich of Meridian rather than on the Western hemisphere with the result that

Africa which lies in the low latitude area looks comparatively smaller than it is in actual fact.

2. Most of the political maps of Africa found in the textbooks carry an imperialistic bias, showing Africa as a continent peopled largely by colonial subjects.
3. The number of maps of Africa found in the textbooks is relatively too small; usually these maps are either highly generalized or over-detailed.
4. The maps illustrating the voyages of exploration and the known world of the 15th century are misleading in that they almost teach students to believe that most of Africa except the coastal strips along the Mediterranean Sea and the Atlantic Ocean, came into existence only after European explorers, travelers, missionaries and merchants arrived in Africa.

Presentation of Africa in the Texts.--

1. The materials about Africa now found in the high school social studies textbooks in use in the State of Georgia are not as wisely selected as they should be, nor are they evenly balanced.
2. In most textbooks, an unduly large proportion of the present material, which in itself is very inadequate, is devoted to Egypt, the Congo, the Republic of South Africa, with the result that other areas are relatively badly neglected.
3. In most of these textbooks, the facts about Africa are so distorted that anything but a favorable impression is left in the minds of these young students.
4. A few items of information are over-used.
5. There is no consistent treatment of Africa and the African people in most textbooks.
6. There are many derogatory expressions, loosely-used terms, referring to Africa and the Africans.
7. All information relating to Africa is so scattered, so unintegrated, and so interwoven with the activities of Americans and the Europeans in Africa that it is difficult to know when the story is about African and when it is about the activities of Western nations in Africa. The typical high school student in the State of Georgia therefore studies Africa in bits.

8. Some of the materials contained in the Social Studies texts examined are certainly inaccurate. Africa, for instance, is called a country by one textbook. President Nkrumah of Ghana is described as having eleven brothers and sisters and also of having been imprisoned several times. Needless to say that both statements are false.
9. There is a kind of stereotyping which is common in most of the high school social studies textbooks examined.
10. Many of the textbooks examined are guilty of imperialistic bias, calling some African countries by names which confer colonial status on the citizens of such countries.

Implications

After a careful and thorough examination of the way in which Social Studies textbooks in current use in Georgia public high schools treat Africa and the people of Africa, the following implications naturally arise:

1. Either the authors and publishers of social science textbooks used throughout the high schools in Georgia are ignorant of the history, cultures and peoples of Africa,
2. Or there is a deliberate attempt on the part of these authors and publishers of textbooks to distort, withhold and suppress any items of information which they think may lead to a better and deeper understanding of the history, cultures and peoples of Africa.

Perhaps, it would be pertinent at this point to give the frame-of-reference for Implications on 2, above. In many of the textbooks examined, the major errors of the texts are sins of omission rather than of commission. In most of the history books, Africa, apart from Egypt is represented as a continent with no past and no history to be proud of. Examination of Tables 7-14 illustrate this fact. The history textbooks give the impression that the continent of Africa comes into existence as the result of the 15th century voyages of discovery, the exploratory activities of David Livingstone and Henry Morton Stanley.

These textbooks are silent on the powerful West African empires such as Mali, Sehghai, Ghana and Benin. Nothing is said about ancient trading cities like Kano and Timbuktu. High school students in the State of Georgia are not taught the fact that the oldest University in the world--the University of Timbukta--is located in Africa and that it produced many scholars, lawyers, statesmen and brilliant professors who taught in many cities along the Mediterranean Coast of North Africa. The textbooks rather lead students to see the culture, civilization and standards of living of the people of Africa only through Western eyeglasses, which means those of a highly industrialized civilization. This may and does create in the minds of high school students in this state a feeling of superiority and a patronizing, pitying attitude toward the people of Africa.

The sad fact that not a single effort is made to show the efficient and highly organized tribal life of the Africans shows that social studies textbooks in these schools are of little help in creating in students right attitudes toward Africa and its problems. Nothing is said about Africa's artistic wood carvings, silver and gold ornaments and other handicrafts. Africa's original contribution to music, dancing, poetry and folk-tales have no place in these textbooks. Strong family ties, intricate but highly ethical moral code of conduct common to all African village groupings, the deep respect for parents and elders, relatively fewer cases of murder, a common occurrence in the highly industrialized parts of the world, achievements of African nationalists and the violent reaction of most Africans to imperialism and colonialism are glossed over in many textbooks.

There is no mention in any of the books about Africa's direct or indirect contribution to world's peace and progress. A few of the books, however, have a section on Africa which, in a discussion of the earliest civilizations, mentions Egypt as one of the cradles of civilization. There is very little description of this civilization; worse still, the impression is made that this is not an African civilization; at one point, reference is made to "Egypt and other Mediterranean lands." There is also the implication that there was no civilization in any other part of Africa; that "vast stretches of desert lie to the South, which kept civilized ways from spreading Southward into Africa" and that "this culture spread southward very slowly." The implication here is that the great empires of West Africa, the Kingdoms of the Congo and the prosperous trading cities of East Africa could not have developed independently of Mediterranean culture. This is indeed an unfortunate and regrettable betrayal on the part of authors and publishers of these texts, of ignorance of the historical fact that much of what we know as Egyptian civilization actually moved from South to North; from Ethiopia and the Kushite Kingdoms of the Sudan up the River Nile into Egypt. All of the textbooks examined revealed a complete ignorance of, or more likely, a cold skeptical attitude to, these Sub-Saharan civilizations, thus robbing Africa of a native civilization and achievement which no historian can trace to Western origin.

Recommendations

Careful analysis and interpretation of the Summary of basic findings, conclusions and implications from this study would appear to warrant the following recommendations:

1. More attention should be given to Africa and to matters relating to the people of Africa.
2. An increased proportionate allotment of space to African factors and cross references is desirable for the sake of developing a deeper understanding of Africa.
3. Maps of comparable areas should have a uniformity of scale in order to bring home to students the real size of Africa.
4. More maps, and especially the inclusion of more than the conventional ones, would contribute much toward the building of a realistic picture of the continent of Africa.
5. Pictorial content in many textbooks warrants a substantial revision.
6. Pictorial materials should be brought up to date, from the point of view not only of the facts, but also of the techniques of presentation.
7. Pictorial illustrations should not be limited to the exotic, or the unusual or atypical, but should, as much as possible, depict standards of living on a cross-sectional plane.
8. African countries should be treated together in textbooks, regardless of their political ties with Europe and the United States of America.
9. Textbooks should accord Africa an independent treatment and not try to present the culture, civilization and standard of living of the peoples of Africa only through Western eyeglasses.
10. To prevent inaccuracies, experts on African Studies should be consulted more frequently when textbooks containing sections on Africa are written or revised.
11. Authors and publishers should make increased use of the growing body of literature now appearing on Africa.
12. Every attempt should be made by authors and publishers to rid textbooks of distortion, loose use of terms, emotion, prejudice and bias.
13. The use of such stereotyped expressions as "backward areas", "uncivilized people" and "barbarians" should be omitted.
14. Misleading and offensive designations with an imperialistic bias such as French West Africa, British Kenya, French Cameroons, Belgian Congo should be replaced in textbooks by appropriate terms.

15. All teachers engaged in teaching students the history and geography of Africa should avail themselves of the opportunity of taking some summer courses on Africa from any of the United States Universities that have programs on African Studies.
16. Textbooks now ought to be reappraised by their authors in the light of present world movements which accord African affairs an increasingly significant position as more and more African nations gain political independence and exert a tremendous influence on present-day world politics.
17. Textbooks that claim to be world history texts should make it clear that there has been an indigenous history of Africa, even though no attempt can be made to relate it completely.
18. To be able to project African personality, an increased emphasis should be given to African leaders, now only casually mentioned or omitted altogether.
19. Where controversial topics are presented, such as the effect of colonialism on Africa, or the chances of Communism in African countries or even the soundness or otherwise of most African nations' foreign policy of positive neutrality in the cold war between the West and the East, authors should try to see that more than one interpretation is given.
20. Once a topic is chosen for discussion, it should be treated adequately to avoid half truths and misconceptions resulting from superviciality. Arbitrary conclusions are dangerous, and should be avoided.

EPILOGUE

In view of what this study has revealed regarding the treatment of Africa and the people of Africa in Georgia Public School textbooks, it is logical to conclude that the mythical treatment of the history of Africa in these textbooks not only has the doubtful virtue of consistency, but also lacks historical evidence. With just a very few exceptions, textbook writers have all agreed to the same fabric of lies with only minor variations in the embroidery. The frequent and continued publication of this set of lies may probably be due to lack of published scholarly evidence refuting it; or it may be due to a dearth of public and published criticism. The writer, however, thinks that the major reason for the continued dissemination of this falsehood, distortion and jaundiced opinion about Africa and the people of Africa is the natural and understandable desire of authors and textbook publishers to consider the national market for their products and dare not offend the sensibilities of white supremacists in the State of Georgia. Publishers are more concerned with the quick sale of their products than with the effects of their products on race and national relationships. Again in this respect, textbooks are grossly unreliable in their treatment of Africa.

Another probable reason for this distorted picture of Africa found in the public high schools in the State of Georgia may be political: the desire to maintain the statusquo. There can be no doubt about the harmful effects on a child of African ancestry who

is taught in school at great length about the long and proud history of his friends and playmates of European ancestry, but never hears a word credited to his own heritage. This myth of Africa as a dark and uncivilized continent is so prevalent and so vicious in its effect that the psychological reaction on the personality of a pupil of African ancestry is one of self pity and self rejection. If this happens, the result is the maintenance of the present status quo--the continued domination of one race by another race. Textbooks, by the way they treat Africa, have betrayed their sacred duty--the impartial dissemination of accurate information. Textbooks have failed to cater for the interests of every member of the society for which they are written. One class of people have been made to understand that they have no history to which they can proudly point. This subtle and invidious effort of textbooks to create a superior race and a corresponding inferior race is a most unhealthy and undesirable thing to do, especially in a nation which claims to be the champion of freedom, liberty and equality.

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